



Carver-Lyon Elementary

2100 Waverly Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	370 Students	
Principal	Dr. Dorothy D. Gallman	803-343-2900
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

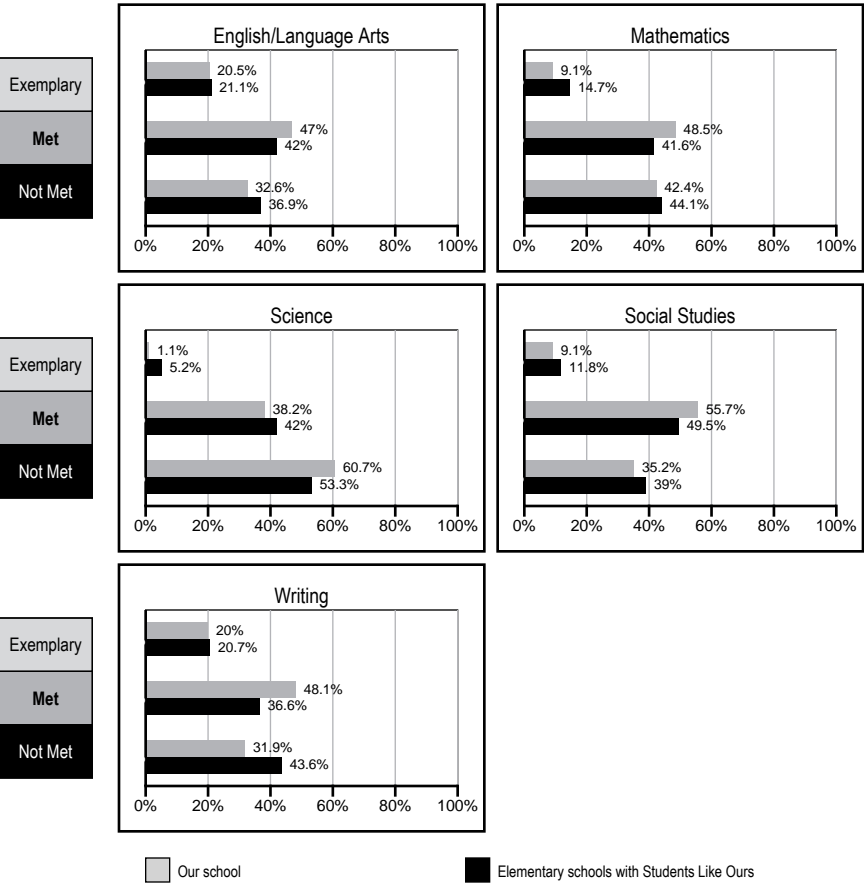
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	52	50	31

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=370)				
First graders who attended full-day kindergarten	100.0%	Up from 96.9%	100.0%	100.0%
Retention rate	1.9%	No Change	2.5%	1.9%
Attendance rate	95.6%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	1.4%	Up from 0.6%	2.8%	10.0%
With disabilities other than speech	5.8%	Down from 7.5%	7.4%	7.7%
Older than usual for grade	0.8%	Down from 1.2%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	68.4%	Up from 59.5%	57.0%	59.4%
Continuing contract teachers	65.8%	Up from 56.8%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	0.0%	0.0%
Teachers returning from previous year	84.6%	Up from 80.5%	81.2%	85.9%
Teacher attendance rate	92.2%	Down from 94.2%	95.2%	95.1%
Average teacher salary*	\$49,322	Up 7.5%	\$45,718	\$47,149
Professional development days/teacher	10.4 days	Down from 12.5 days	10.9 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	13.6 to 1	Up from 12.9 to 1	16.5 to 1	18.8 to 1
Prime instructional time	85.1%	Down from 85.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$12,927	Up 15.7%	\$8,730	\$7,458
Percent of expenditures for instruction**	63.8%	Up from 63.0%	68.4%	68.8%
Percent of expenditures for teacher salaries**	59.3%	Down from 59.8%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Carver-Lyon Elementary is a Title I school with a student population of approximately 371 in Pre-kindergarten through fifth grades. Centrally located in the city, the strong support from the school community has been a vital asset. The surrounding businesses and organizations play an integral part in the educational and social development of our students. As a result, the central focus of our mission is geared toward making a positive and meaningful difference in the lives of our students by providing lifelong learning to become productive citizens.

Our primary goals include addressing the identified needs of the students, as derived from various informal and formal assessment tools. The opportunity to be the recipient of the Arts in Basic Curriculum (ABC) grant allows the school to offer a learning environment that promotes and integrates the arts to enhance cultural awareness. Identifying individual talents of students serves as a motivational tool to gain academic success. Carver-Lyon is a recipient of the S.C. Department of Transportation Safe Routes to School Grant and obtained the USDA Healthier School Gold Medal Award. One of the most important focused school initiatives is to increase academic achievement in core content areas by identifying the needs of individual learners through frequent analysis of assessment data. The structure of the curriculum provides opportunities for teacher collaboration through participation in literacy study sessions, grade level and vertical articulation planning, and continuous professional development.

Operating as a Title I elementary school requires the development of a comprehensive school-wide action plan for increased student achievement. Funding provides the following: staffing to decrease student/teacher ratio, continuous professional development for teachers, allocation of a variety of resources and materials to support classroom instruction, and a structured parent involvement policy. The school works in a collaborative manner with the Title I department to provide the most meaningful services and resources to support our students. Carver-Lyon has fully equipped science and math Labs, state-of-the-art technology equipment, and a Literacy Room to house and provide leveled texts to supplement the reading program.

Our challenges include raising our standards of excellence to enhance the opportunity for all of our students to meet or exceed competency levels in core subject areas. Obtaining an increased percentage of students meeting and/or exceeding mastery of standards and levels on formal assessments is one of the primary academic goals.

Celebrations for the 2008-09 school year include recognitions for the Visual Literacy Awards, District Volunteer with Most Hours Award, the MLK Food Drive Recognition, and a new National Board Certified teacher. Our school fosters a continuous plan to inspire students to gain academic excellence.

Dr. Dorothy D. Gallman, Principal
Ms. Ericka D. Salley, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	46	32
Percent satisfied with learning environment	81.1%	82.2%	80.6%
Percent satisfied with social and physical environment	89.2%	77.8%	83.9%
Percent satisfied with school-home relations	51.4%	88.6%	71.9%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	145	100	32.6	47	20.5	81.8	78.6	82.8	Yes	Yes
Gender										
Male	70	100	40.6	45.3	14.1	75	74.4	79.3	N/A	N/A
Female	75	100	25	48.5	26.5	88.2	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	93.7	89.5	I/S	I/S
African American	145	100	32.6	47	20.5	81.8	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	23	100	71.4	23.8	4.8	52.4	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	128	100	32.8	48.3	19	81.9	74.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	145	100	42.4	48.5	9.1	72.7	70.3	78.9	Yes	Yes
Gender										
Male	70	100	45.3	46.9	7.8	64.1	67.8	77	N/A	N/A
Female	75	100	39.7	50	10.3	80.9	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	87.2	I/S	I/S
African American	145	100	42.4	48.5	9.1	72.7	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	23.8	36.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	128	100	44.8	45.7	9.5	71.6	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	98	100	60.7	38.2	1.1	39.3	58.1	67.5
Gender								
Male	48	100	60	37.8	2.2	40	57	67
Female	50	100	N/AV	N/AV	N/AV	38.6	59.1	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	85.9	79.5
African American	98	100	60.7	38.2	1.1	39.3	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	N/AV	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsided meals	86	100	62.3	36.4	1.3	37.7	49.1	55.1

Social Studies

All Students	97	100	35.2	55.7	9.1	64.8	65.2	72.3
Gender								
Male	46	100	41.5	48.8	9.8	58.5	63.1	71.5
Female	51	100	29.8	61.7	8.5	70.2	67.2	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	80.7
African American	97	100	35.2	55.7	9.1	64.8	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	15	100	53.8	38.5	7.7	46.2	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
Socio-Economic Status								
Subsided meals	84	100	36.8	57.9	5.3	63.2	58	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	145	99.3	31.3	48.5	20.1	68.7	63.9	70.2	95.6	95.9
Gender										
Male	73	98.6	43.9	40.9	15.2	56.1	55.8	63.2	95.1	95.7
Female	72	100	19.1	55.9	25	80.9	71.9	77.5	96	96.2
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	86.2	79.1	93.1	96
African American	144	99.3	31.6	48.1	20.3	68.4	58	57.6	95.7	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	62.6	N/A	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	22.3	26.1	96.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
Socio-Economic Status										
Subsidized meals	127	99.2	31.6	48.7	19.7	68.4	56.7	58.9	95.6	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	43	100	31.6	42.1	26.3	68.4
	4	50	100	31.1	53.3	15.6	68.9
	5	52	100	34.7	44.9	20.4	65.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	43	100	55.3	26.3	18.4	44.7
	4	50	100	46.7	46.7	6.7	53.3
	5	52	100	28.6	67.3	4.1	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	22	100	42.1	52.6	5.3	57.9
	4	50	100	N/AV	N/AV	N/AV	35.6
	5	26	100	N/AV	N/AV	N/AV	32
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	21	100	42.1	52.6	5.3	57.9
	4	50	100	26.7	62.2	11.1	73.3
	5	26	100	45.8	45.8	8.3	54.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	43	100	39.5	39.5	21.1	60.5
	4	52	98.1	27.7	48.9	23.4	72.3
	5	50	100	28.6	55.1	16.3	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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